



## WHITMIRE COMMUNITY ELEMENTARY

2597 Hwy. 66  
Whitmire, S.C. 29178

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	239 Students	
<b>Principal</b>	Joey L. Haney	803-694-2320
<b>Superintendent</b>	Mr. Bennie Bennett	803-321-2600
<b>Board Chair</b>	Mr. Don Saylor	803-276-9765

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Below Average	Below Average
2008	Below Average	Average
2007	Below Average	Below Average
2006	Below Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

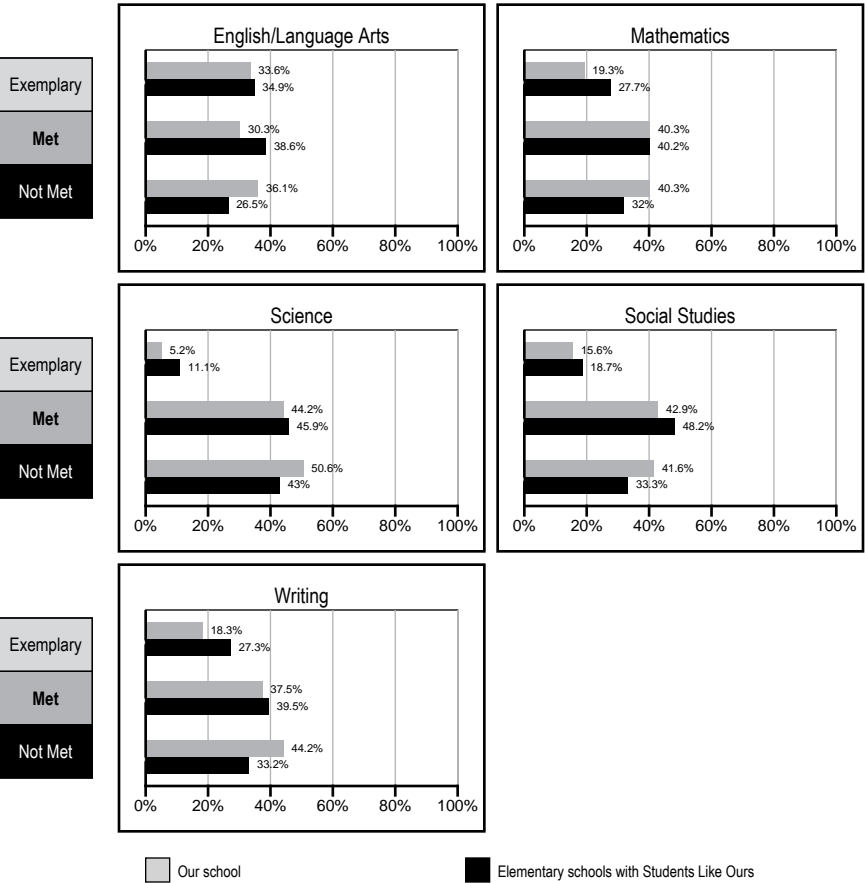
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	12	95	13	1

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=239)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.6%	1.6%	1.2%
Attendance rate	95.6%	Up from 95.4%	95.7%	96.1%
Eligible for gifted and talented	7.9%	Up from 6.4%	9.7%	11.7%
With disabilities other than speech	4.3%	Up from 3.6%	9.1%	8.0%
Older than usual for grade	0.5%	Down from 0.9%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	42.3%	Down from 44.4%	58.5%	60.5%
Continuing contract teachers	80.8%	Up from 74.1%	85.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.2%	0.0%	0.0%
Teachers returning from previous year	82.4%	Up from 73.5%	86.7%	87.0%
Teacher attendance rate	93.3%	Up from 89.1%	94.9%	95.4%
Average teacher salary*	\$42,383	Down 0.4%	\$46,539	\$47,288
Professional development days/teacher	12.9 days	Down from 14.7 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 17.7 to 1	19.2 to 1	19.2 to 1
Prime instructional time	88.6%	Up from 80.2%	89.7%	90.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,561	Down 2.8%	\$7,518	\$7,548
Percent of expenditures for instruction**	60.6%	Up from 59.2%	68.1%	68.7%
Percent of expenditures for teacher salaries**	49.6%	Down from 53.9%	64.6%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Whitmire Community School is a PreK-12 facility located in northern Newberry County. The school has been referred to as the hidden secret of the Sumter National Forest. In 2003, Whitmire Elementary (PK-6) and Whitmire High (7-12) joined together to form one school with one mission. WCS is accredited by the Southern Association of Colleges and Schools, a South Carolina Reading First School, and an SREB/SDE High Schools That Work site. The Palmetto Gold & Silver Awards Program recognized the elementary school (2006-2007) and the high school (2005-2009). WCS was also recognized as Summa Cum Laude by the SDE for SAT performance.

Our classroom instruction is based on South Carolina curriculum standards with our focal point being reading and writing instruction. Reading and writing instruction is integrated across all content areas and the responsibility is equally shared by all of our teachers, students, parents, and the community. Teachers across all content areas recognize "Writers of the Month" each quarter at the success assemblies. Family message journals, the Wee Deliver Postal System, author visits, Family Read-in Night, Reading with the Wolverines, and Read Across America Week provide authentic writing and reading opportunities throughout our school and community. The school was successful at hosting its first Math and Science Night for all students and parents to promote standards-based projects and build interests in the content areas.

We continued a Measure of Academic Progress assessment program for grades 2 through 10 to measure student growth in reading, language usage, and mathematics to identify each student's strengths and weaknesses. Our Leadership Team will examine and have data meetings with grade-level teams and individual teachers concerning student performance on MAP, PASS, HSAP, SAT, ACT, Odyssey, A+ Software, Dominie, and classroom assessment to establish goals and objectives for ongoing school improvement. The teachers received professional development on creating assessments that are on target with the state standards. The staff was also provided time to share assessments with peers for feedback. A daily enrichment period was scheduled for grades 3-8.

With the available technology such as Smartboards in every classroom on campus, WCS continues to integrate technology into daily instruction. Teachers shared with their peers a variety of instructional and technology strategies and best practices. The use of technology in the classroom was also a focal point on professional development days and mini-sessions were also offered after school for the staff.

We will continue to promote our unique PK-12 setting, use it to the advantage of student achievement, and work toward our mission of providing a safe, nurturing environment and collaborating with families and the community to prepare all of our students for success.

Joey L. Haney, Principal  
 Todd Johnson, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	48	31
Percent satisfied with learning environment	88.2%	95.8%	83.9%
Percent satisfied with social and physical environment	100.0%	85.4%	74.2%
Percent satisfied with school-home relations	88.2%	81.3%	67.7%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	124	100	36.1	30.3	33.6	80.7	78.9	83.5	Yes	Yes
Gender										
Male	66	100	35.5	32.3	32.3	80.6	75.6	80.1	N/A	N/A
Female	58	100	36.8	28.1	35.1	80.7	82.3	87	N/A	N/A
Racial/Ethnic Group										
White	90	100	32.6	30.2	37.2	83.7	88.4	89.6	Yes	Yes
African American	31	100	50	33.3	16.7	70	67	74.6	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	11	100	45.5	18.2	36.4	72.7	46.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	75	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	98	100	43.6	29.8	26.6	76.6	72	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	124	100	40.3	40.3	19.3	73.9	76.4	80.4	Yes	Yes
Gender										
Male	66	100	30.6	51.6	17.7	79	73.4	78.4	N/A	N/A
Female	58	100	50.9	28.1	21.1	68.4	79.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	90	100	36	41.9	22.1	77.9	86	87.8	Yes	Yes
African American	31	100	56.7	33.3	10	60	64	69.3	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	11	100	36.4	54.5	9.1	81.8	42.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	75.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	98	100	45.7	39.4	14.9	70.2	68.7	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	81	100	50.6	44.2	5.2	49.4	60	67.3
Gender								
Male	43	100	42.5	47.5	10	57.5	60.2	66.9
Female	38	100	N/A	N/A	N/A	40.5	59.7	67.7
Racial/Ethnic Group								
White	61	100	43.1	51.7	5.2	56.9	74.7	79.6
African American	19	100	72.2	22.2	5.6	27.8	42.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	54.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	31	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	52.5	58.6
Socio-Economic Status								
Subsidized meals	65	100	56.5	37.1	6.5	43.5	48.3	55.4

Social Studies								
All Students	80	100	41.6	42.9	15.6	58.4	66.5	70.9
Gender								
Male	44	100	36.6	43.9	19.5	63.4	64.6	70.1
Female	36	100	47.2	41.7	11.1	52.8	68.5	71.7
Racial/Ethnic Group								
White	58	100	38.2	47.3	14.5	61.8	78.8	79.2
African American	20	100	55	30	15	45	49.9	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	70.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	34.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	68.9	68
Socio-Economic Status								
Subsidized meals	62	100	48.3	41.7	10	51.7	56.9	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	125	99.2	43.7	37.8	18.5	56.3	64.5	72.1	95.6	95.7
Gender										
Male	67	98.5	48.4	40.3	11.3	51.6	55.6	65.2	95.5	95.6
Female	58	100	38.6	35.1	26.3	61.4	73.6	79.2	95.7	95.9
Racial/Ethnic Group										
White	91	98.9	41.9	37.2	20.9	58.1	76.6	80.8	95.3	95.8
African American	31	100	53.3	43.3	3.3	46.7	49.7	59.7	96.3	95.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	96.4	96.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60.3	64.6	98.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98.8
Disability Status										
Disabled	13	100	58.3	8.3	33.3	41.7	22.3	27.7	94.7	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	57.7	63.7	N/A	96.2
Socio-Economic Status										
Subsidized meals	98	99	51.6	35.5	12.9	48.4	54	61.9	95.3	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	35	100	32.4	32.4	35.3	67.6
	4	51	100	37.5	37.5	25	62.5
	5	52	100	36	42	22	64
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	37	100	34.3	20	45.7	65.7
	4	37	100	37.1	34.3	28.6	62.9
	5	50	100	36.7	34.7	28.6	63.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	35	100	50	47.1	2.9	50
	4	51	100	41.7	39.6	18.8	58.3
	5	52	100	44	46	10	56
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	37	100	60	37.1	2.9	40
	4	37	100	34.3	48.6	17.1	65.7
	5	50	100	30.6	36.7	32.7	69.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	18	100	N/AV	N/AV	N/AV	41.2
	4	51	100	54.2	43.8	2.1	45.8
	5	25	100	50	45.8	4.2	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	19	100	70.6	23.5	5.9	29.4
	4	37	100	37.1	54.3	8.6	62.9
	5	25	100	N/A	N/A	N/A	44
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	17	100	41.2	52.9	5.9	58.8
	4	51	100	31.3	60.4	8.3	68.8
	5	27	100	57.7	30.8	11.5	42.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	18	100	50	33.3	16.7	50
	4	37	100	31.4	60	8.6	68.6
	5	25	100	50	25	25	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	35	100	44.1	20.6	35.3	55.9
	4	51	100	43.8	33.3	22.9	56.3
	5	53	100	43.1	39.2	17.6	56.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	37	97.3	52.9	35.3	11.8	47.1
	4	38	100	36.1	47.2	16.7	63.9
	5	50	100	42.9	32.7	24.5	57.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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